

I have heard similar stories around the country in some of these other States that have embarked on tax credit legislation at the State level, in Pennsylvania and Florida, just to name a few. More than 80 percent of those scholarships in Arizona were rewarded to recipients who were selected on the basis of financial need. Every scholarship representative reported financial need is considered in the allocation process. What I mean by that is every one of the organizations, I think there are 70 organizations now in 2002 that distribute these funds, they all report that financial need is a consideration of allocation of spending. The taxpayers win in the end. They save money. First of all, the public school system has a little bit of a cushion associated with this. The students who go to nongovernment-owned schools as a result of the Arizona plan actually save money for the government-owned institutions, and it is just staggering. In the year 2000, in Arizona, 37,000 citizens voluntarily contributed to scholarship programs like the one I described, and again, this is just one State, one State's example, one State's experience, one more reason why education tax credits need to be considered here in Washington; one more example why our President has committed to lend his support and the power and might of the President's office to get a tax credit proposal through this Congress.

Mr. Speaker, it is not just politicians and children and the donors who recognize this. The media does too. Again, I mentioned the debate that is taking place in Colorado right now over tax credits. Here are very liberal newspapers who almost always oppose school choice proposals, either at the State or Federal level, but a tax credit plan seems to have some appeal, even among these liberal organizations. The Denver Post says in its editorial, "tuition tax credit laudable." They talk about how a neighborhood, in Denver, "a neighborhood rich in diversity with new immigrants, the home to many monolingual Spanish speaking children and parents who need special education services." It goes on and on about the

children in these neighborhoods and how they will benefit from education tax credits, a proposal that is similar to the one in Arizona, Florida, Pennsylvania, and Illinois, and it talks about how Colorado's proposal, if it were to pass, would have an even more positive impact there.

Here is one from the Fort Collins Coloradan, and this is probably one of the most liberal newspapers in the entire State of Colorado; in fact, probably in the country, and they agree. "Tax credit for low-income programs are needed." Helping children value education and stay in school, and they talk about how Hispanic organizations and Hispanic leaders, minority leaders are rallying around this education proposal, but there is a lone opponents. It says, "nor do we agree with Ron Brady, President of the CEA," which is the Colorado Education Association, that is the local regiment of the NEA, the National Education Association, and it is the largest political lobbying, political special interest group in America, and very powerful. They have a good record of crushing bills that help poor children like this. So that is the fight that is taking place in Colorado. Hopefully, hopefully, the poor children will win and the tax credit bill will pass.

Then, here is the article from the Coloradan. "Bill-boosting education organizations draws debate. Hispanics praise it, but school officials call it detrimental."

That is the debate I would anticipate here in Washington as well. We do have support from our Department of Education and our leadership there. We have support from our own President; we have lots of support here in the Congress. But once again, the many, many thousands of employees who work in these various political entities and organizations, they are the ones who oppose these efforts to reach out to poor children in the States; they are the ones who have expressed the greatest amount of resistance here in Washington. It is the right fight, though, for children.

For those of us who came here to Washington to try to beat this bu-

reaucracy, to try to shape it into something that benefits kids in the end, it is another good fight. I think the strategy of this makes a lot of sense, because we are not going to touch any of this. We are going to leave the bureaucracy in place. We are going to bypass it through the Tax Code and allow the hard-working taxpayers to contribute to the academic dreams of America's schoolchildren.

□ 2320

It is a good plan.

Just as I close, in terms of strategy for those of our colleagues who are interested in the legislation and have their staff members investigating it, we have had all the meetings with the Committee on Education and the Workforce, with the Committee on Ways and Means and we are trying to get as many considerations taken into account as we get the final drafts passed. We intend to get a draft that will move through committee rather quickly. We have a commitment from our leadership to accomplish that in June and bring a bill to this floor. We are working with our friends in the Senate as well, and we have some cause for optimism on the Senate side. It is, again, because of the track record of the States that we have seen and the enthusiasm of so many outside groups and organizations that care about education that this is really a high point that warrants real excitement. Children are going to win. Taxpayers are going to win. The country is going to win, and those are the kind of victories we all need to celebrate and get behind.

Mr. Speaker, I thank you for the recognition this evening.

RECESS

The SPEAKER pro tempore (Mr. ISSA). Pursuant to clause 12 of rule I, the Chair declares the House in recess subject to the call of the Chair.

Accordingly (at 11 o'clock and 22 minutes p.m.), the House stood in recess subject to the call of the Chair.

EXPENDITURE REPORTS CONCERNING OFFICIAL FOREIGN TRAVEL

Reports and an amended report concerning the foreign currencies and U.S. dollars utilized for official foreign travel during the first quarer of 2002, by Committees of the House of Representatives, as well as a consolidated report of foreign currencies and U.S. dollars utilized for speaker-authorized official travel during the first quarter of 2002, pursuant to Public Law 95-384, are as follows:

AMENDED REPORT OF EXPENDITURES FOR OFFICIAL FOREIGN TRAVEL, COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE, HOUSE OF REPRESENTATIVES, EXPENDED BETWEEN JAN. 1 AND MAR. 31, 2002

Name of Member or employee	Date		Country	Per diem ¹		Transportation		Other purposes		Total	
	Arrival	Departure		Foreign currency	U.S. dollar equivalent or U.S. currency ²	Foreign currency	U.S. dollar equivalent or U.S. currency ²	Foreign currency	U.S. dollar equivalent or U.S. currency ²	Foreign currency	U.S. dollar equivalent or U.S. currency ²
Hon. Don Young	2/14	2/17	Uruguay		512.00						512.00
	2/17	2/19	Chile		592.00						592.00
	2/19	2/22	Panama		642.00						642.00
Hon. Wayne Gilchrest	2/14	2/17	Uruguay		512.00						512.00
	2/17	2/19	Chile		592.00						592.00
	2/19	2/22	Panama		642.00						642.00
Hon. Collin Peterson	2/14	2/17	Uruguay		512.00						512.00
	2/17	2/19	Chile		592.00						592.00
	2/19	2/22	Panama		642.00						642.00